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ABSTRACT

Locally developed language and culture programs are those that are developed and authorized by local school jurisdictions. This document presents a curricular framework from which program developers can build a language curriculum that meets the needs and reflects the philosophy of the linguistic community they serve. It also stresses the value of language programs that equip students to use language as a tool for communication in real-life situations. Because curriculum development is complex, this document aims to simplify the process and guide the creation of sound language programs that meet provincial standards. Program developers are encouraged to draw upon the resources available to them from local school jurisdictions, the linguistic and cultural communities they serve, and any accessible government agencies to assist in this process. Sections include the following: (1) Philosophy; (2) language programs in Alberta; (3) language and culture programs and steps for development; (4) planning for communicative language instruction; and (5) appendices (procedures for locally developed language programs; language program development checklists; glossary; and a list of Alberta Education resource personnel as well as heritage language associations.) (JL)

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Table of Contents

Acknowledgements	v
Introduction	vii
Part I: Philosophy	1
Part II: Language Programs in Alberta	3
Part III: Language and Culture Programs - Steps for Development	6
Identify stakeholders	6
Develop philosophy and rationale	8
Outline general learner expectations	9
Select and sequence content	12
Outline specific learner expectations	12
Select learning resources	13
Describe procedures for student evaluation	14
Devise a plan for program evaluation	15
Collect exemplars of student performance	15
Part IV: Planning for Communicative Language Instruction	17
Planning units	17
Preparing students	18
Experiencing a language	19
Developing learning activities	19
Planning the language project	20
Evaluating student performance	21
Evaluating the unit	21
Appendices	23
Appendix A: Procedures for Locally Developed Language Programs	25
Appendix B: Language Program Development Checklists	35
Appendix C: Glossary	41
Appendix D: General Inquiries	43
Bibliography	45

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Introduction

Alberta Education has produced this document to help school jurisdiction staff develop language and culture programs at the local level. The document provides a framework for sound, systematic development of language and culture programs offered by public and private school authorities.

Alberta Education encourages school jurisdictions to develop and offer school language and culture courses at all divisional levels. Locally developed courses can serve to accommodate the special interests and abilities of students, foster educational improvement and excellence through innovation at the local level and meet the unique needs of the local community. Procedures for the development and authorization of such courses are outlined in Appendix A.

This is a service document. Although there is information regarding procedures and regulations, the document is meant to **support program development** not to prescribe content.

The document consists of four parts:

- Part I: the philosophy underlying locally developed language and culture programs;
- Part II: procedures and regulations governing locally developed programs;
- Part III: a step-by-step outline describing the processes involved in developing a second language curriculum; and,
- Part IV: guidelines in planning for communicative language instruction.

Part I

Philosophy

Locally developed language and culture programs are those which are developed and authorized by local school jurisdictions. Such programs are supported and encouraged by Alberta Education insofar as they:

- respond to local and individual linguistic and cultural needs;
- identify and foster special cultural and linguistic talents at the local level;
- provide for local needs in innovative ways; and,
- meet guidelines for authorization.

Meeting local linguistic and cultural needs is consistent with Alberta's *Language Education Policy* (1988) which states:

Alberta Education supports the provision of opportunities for students who wish to acquire or maintain languages other than English or French so that they may have access to a partial immersion (bilingual) program or second language courses in languages other than English or French. (p. 16)

A strong multicultural society enhances individual identity by encouraging ties to heritage languages and cultures, and increases possibilities for cross-cultural understanding and appreciation. Our multicultural society is based on a belief that strength lies in diversity.

In the recent past, there has been an increased demand for language and culture programs. This has been spurred in part by technology which has facilitated easy access to nations across the world, and other nations to ours. International trade and world-wide communication activities call for a knowledge of many different languages. As well, new immigrants have expressed a desire for language programs. The increased demand is also due in part to an awakening interest in other languages and cultures by Alberta citizens in general.

This document presents a curricular framework from which program developers can build a language curriculum that meets the needs and reflects the philosophy of the linguistic community they serve. At the same time, this document also stresses the value of language programs that equip students to use language as a tool for communication in real-life situations.

Curriculum development is a complex process. This document will help simplify that process and guide the creation of sound language

programs which will meet provincial standards. Program developers are encouraged to draw upon the resources available to them from local school jurisdictions, the linguistic and cultural communities they serve, and any accessible government agencies to assist in this process. A list of Alberta Education resource personnel as well as heritage language associations is provided in Appendix D.

Part II

Language Programs in Alberta

What kinds of language programs are available in Alberta schools?

There are two types of programs available in Alberta schools – provincially developed and locally developed programs. Provincial programs are developed by Alberta Education and are intended for use in all public and private schools throughout the province. Locally developed programs are programs developed by a local school jurisdiction and are authorized by that jurisdiction for use in its schools.

What is the difference between a provincial and a locally developed language program?

Provincial language programs are education programs authorized by Alberta Education. If a language program has already been developed by the province, a school is required to follow that program if it wishes to teach the language concerned as a subject of study. However, if no provincial program exists, a local school board may develop language programs that meet the particular needs of its community.

What is the procedure for authorizing locally developed programs?

A program for kindergarten through grade nine is authorized by a motion of the local school authority or the governing body of a private school. If the language program is to be taught at the senior high school level for credit, the local school authority must first approve the course and pass a motion. The completed authorization is then forwarded to the Director, Curriculum Standards Branch, by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year.

The local school authority must maintain current written policies and procedures consistent with provincial policies and procedures. These records, along with monitoring and implementation results, must be kept on file and made available to Alberta Education for review upon request.

If the local school authority or other governing body wishes to continue offering a locally developed program, this program will have to be re-authorized every three years. The local school jurisdiction will then forward to the Director, Curriculum Standards Branch, the board motion pertaining to the re-authorization of locally developed courses and programs.

A language program can be authorized both locally and provincially when it complies with the content and procedural requirements of the *Alberta Education Policy Manual* (1992), outlined in Appendix A.

How are locally developed courses designated when offered at the high school level for credit?

Locally developed courses for senior high school are designated 15, 25, 35 (for example, Greek 15, 25, 35), corresponding to designations for provincially developed courses (10, 20, 30). These courses qualify for Category C status for high school diploma purposes.

How are locally developed courses funded?

The development and implementation of local programs is the responsibility of the local school authority. Alberta Education does not provide additional funding for this purpose other than the School Foundation Program Fund (SFPF) block grant which school boards receive to implement their programs.

Private language schools are funded through Alberta Culture, embassies, private donors, and other sources.

What are "heritage language schools"?

Heritage language schools are private schools which offer language and culture programs. They are operated by ethno-cultural associations and organizations. Language instruction is offered outside of the school system and outside of regular school hours. The teachers and the curricula need only meet the requirements of the sponsoring organization. These program courses, which are non-credit, are not authorized by the province.

How do private language schools obtain authorization to offer language programs for senior high school credits?

In order for a private language school to offer credit courses, it must first be accredited under the terms of the Alberta School Act. To become accredited, a school must hire certified teachers and ensure that the program meets provincial requirements. The language program can then be approved by the local school authority and subsequently authorized by Alberta Education. (See Appendix A for a complete list of requirements.)

Heritage language schools which successfully apply for accreditation become registered with Alberta Education as private language schools. Once these schools are registered, their governing body may forward to the Director, Curriculum Standards Branch, the completed authorization for the locally developed language program. Authorization is not needed, however, if the school offers a program already developed by Alberta Education.

If credit courses are not being offered, private schools need only meet the requirements of their sponsoring community organization. Their teachers are not necessarily certified and their programs do not require Alberta Education approval.

The Northern Alberta Heritage Language Association (NAHLA) and the Southern Alberta Heritage Language Association (SAHLA) provide networks for ethno-cultural and language groups to share experiences and cooperate in the development of language programs and teacher inservice training.

Can a student receive credit for having taken a high school level language course from a private institution prior to entering high school?

If a private language school offers an accredited language program and a student successfully completes the course prior to entering high school, the student can "bank" the credits until such time as he or she enrolls in a high school. Private schools offering accredited programs should register their students with Alberta Education and report their marks under the terms and regulations outlined in the *Guide to Education: Senior High School Handbook*. These students will then receive a "Non-Diploma Examination Results Statement" and the mark will be placed on the students' permanent records.

Can students who are already proficient in a second language obtain recognition for their knowledge, skills and attitudes in that language?

Local school authorities may implement second language challenge assessments when it is in the students' best interests. Such an assessment will allow students to receive credits and a final mark for the second language courses in which they already possess the knowledge, skills and attitudes as identified in the program of studies.

Senior high schools and private language schools are encouraged to offer challenge assessments in both provincially developed and locally developed language courses. Challenge assessments in 10, 20, 30 and 15, 25, 35 level courses will provide students with the necessary course marks for scholarship and post-secondary institution requirements.

A student who successfully completes a second language challenge assessment will receive five credits and a final mark in the specific course assessed. The successful student is also eligible for credits for waived prerequisite course(s) in the same sequence, and a "P" (pass) for those courses will be recorded on the student's transcript.

Who develops the challenge exam?

The local school authority is responsible for both the funding and the administration of challenge assessments. The challenge exam must reflect the full range of knowledge, skills and attitudes for a language course and include a balanced assessment of listening, reading, speaking and writing.

Part III

Language and Culture Programs – Steps for Development

Step 1: Identify stakeholders and obtain their input and support

1. Ethno-cultural community

Community support is essential to the success of a locally developed language and culture program. The local cultural and linguistic community can provide:

- support and motivation
- leadership
- potential students
- authentic resources such as restaurants, churches, newspapers, etc.
- classroom guest speakers and resource people

Members of the ethno-cultural community should be consulted early in the development process and kept informed and involved on an ongoing basis.

Initially, the community can advise on acceptable program goals and objectives, resources, program delivery, and identification and possible resolution of issues which may threaten the program.

Over time, the community can continue to help by giving students opportunities to demonstrate their language skills at social and artistic events, by keeping parents informed and by mediating disagreements.

2. Language learners and parents

The interests and needs of the population to be served are important considerations in developing a relevant and dynamic language and culture program. Developers need to determine the answers to questions such as the following before proceeding in program development.

- What is the present language proficiency level of the target population and what is the desired level?

- What are the goals and needs for language instruction?
 - is it communication with parents/elders?
 - is it participation in cultural activities?
 - is it instruction in religious beliefs/activities?
 - is it basic literacy in target language?
 - is it cultivation of pride in heritage and language?
 - is it cultural maintenance?
- What are the needs of the students?
 - are they developmental?
 - are they personal interests?
 - are they social?
 - are they cultural/linguistic identity?

Program developers, in consultation with designated members of the ethno-cultural community, should decide which needs are most important and how their language program will meet those needs.

3. Alberta Education

A program of study is required to meet the standards and goals of Alberta Education. It must have four basic components:

- a. **philosophy and rationale** (a description of whose needs are to be met and how, and beliefs about the appropriate approach to teaching and learning);
- b. **general and specific learner expectations** (the knowledge, skills and attitudes that students are expected to be able to demonstrate);
- c. **learning resources** (the print, non-print and electronic materials that are available to teachers and students to facilitate the acquisition of the knowledge, skills and attitudes outlined in the program content); and,
- d. **exemplars of student performance** (samples of student work, demonstrating achievement of the learner expectations).

Furthermore, the Minister of Education only authorizes locally developed programs that have a philosophy consistent with statements made in the following documents:

The Goals of Basic Education;
Developing Desirable Personal Characteristics; and,
Guidelines for Tolerance and Understanding.

Program developers should ensure that they adhere to these guidelines which are also published in the latest edition of Alberta Education's elementary, junior and senior high school handbooks.

Step 2: Develop a philosophy and rationale for your language program

Based on the input received from the various stakeholders identified in Step 1, you can now develop a philosophy and rationale for your language program.

The philosophy of a language program includes the justification for meeting the expressed needs of the stakeholders and the underlying assumptions about language and language learning that will define how your program will meet those needs.

The rationale states the purpose of the language program. This, in turn, will determine the content of your program.

In developing your philosophy and rationale, you are strongly encouraged to adapt the goals of your stakeholders so that they conform with the following beliefs about language learning and language and culture education.

This document promotes the following philosophy of what language is and how it is learned:

- Language is used to explore, construct and communicate meaning in various contexts. Therefore, language and culture programs should aim to develop the students' competence and confidence to use language for that end.
- Language is used to develop concepts.
- Language is best learned when students can experience meaningful use of the language in acquiring knowledge, skills and attitudes.

This document advances the following broad goals for language and culture education. These statements are meant to guide the development of your program rationale and philosophy. You are encouraged to adapt these statements according to the needs of your language community.

- Learning a heritage language provides cultural rootedness. This rootedness is important in the development of a positive self-concept and self-identity which, in turn, are important for future individual growth and development.
- Learning a heritage language helps to keep the ethno-cultural community alive.
- Learning a second language is cognitively enriching. Skills and knowledge acquired in second language learning transfer to other learning areas.

- Learning a second language has practical economic and political value. It opens vocational opportunities and provides access to other cultures and peoples.
- Learning a second language is a valid response to the rapid changes occurring in the world. Increasing cultural, economic, scientific and environmental interdependence requires an ability to communicate effectively with people of other cultures.

Step 3: Outline the general learner expectations of your language program

The philosophy and rationale established in Step 2 will guide the formulation of the general objectives of your language program. These general learner expectations will state in broad terms the knowledge, skills and attitudes that language learners will achieve as a result of their learning experiences in your language program. They should be stated in behavioural terms.

Five stages of language learning form the basis of this curricular framework. They represent a continuum of growth in knowledge, skills and attitudes, each stage a culminating point of growth in communication skills, conceptual knowledge and affective development as they relate to the target language. Each stage describes the exit outcomes; that is, the knowledge and competencies that language learners must demonstrate before receiving recognition for that achievement and moving on to the next stage.

The knowledge dimension describes the desired growth in language awareness, cultural knowledge and conceptual development that may emerge from the needs identified by your stakeholders.

The skills dimension describes the desired growth in communication skills, both linguistic and sociolinguistic competencies.

The affective dimension describes the desired growth in attitudes and disposition of the language learner towards the target language and culture.

Stages 1-3 represent the growth in second language knowledge, skills and attitudes during the first three years of language instruction. Stage 4 may take much longer to achieve since it represents a level of knowledge, skills and attitudes for a functionally bilingual speaker. Stage 5 represents knowledge, skills and attitudes approximating those of a native speaker.

Five Stages of Language Development: General Learner Expectations

	STAGE 1	STAGE 2
	Second Language 15	Second Language 25
Knowledge and Concepts	Students 1) recognize that other languages exist; 2) identify differences between their first language and the language being learned in the way things are said, written and expressed non-verbally; 3) use what they know (context, prior knowledge and cognates) to help them understand the second language; 4) identify in their immediate environment basic information and concepts relevant to the second language and culture; and 5) use their knowledge of individual words and learned utterances to communicate.	Students 1) describe culturally appropriate behaviour in different situations; 2) identify characteristic features of the second language and culture in everyday social life; 3) use their knowledge of text structure to comprehend simple oral and written texts; 4) use different learning strategies that are appropriate to the task; and 5) in structured situations, use their knowledge of individual words, correct word forms and word order to communicate.
Skills	In highly structured situations, students 1) comprehend simple oral statements and, through their knowledge of the symbols of the writing system, comprehend written statements with basic vocabulary and commonly used phrases; 2) communicate, orally and in writing, messages containing learned words and common expressions; and 3) use appropriate courtesies.	In structured situations students 1) comprehend variations of simple oral or written statements and common expressions; 2) communicate simple messages orally and in writing, by recombining known words and phrases; and 3) appropriately use formal and informal forms of address and exhibit culturally appropriate behaviour.
Attitudes	Students demonstrate a positive attitude towards the second language and culture by actively involving themselves in learning and cooperating with classmates and teachers. Students 1) receive information about the second language and culture; 2) tolerate ambiguity; and 3) attempt responses.	Students demonstrate interest in and a positive attitude towards the second language and culture by 1) respecting the cultural differences that they are learning about; 2) taking risks (willingly responding in the second language; 3) participating in structured cultural activities; and 4) developing an inquiring attitude towards the second language and culture.

STAGE 3	STAGE 4	STAGE 5
Second Language 35		
Students 1) compare and contrast aspects of the dominant culture with the second language and culture; 2) identify contributions of the second language and culture group to civilization; 3) describe the significance of certain behaviours characteristic of the second language and culture; 4) recognize that language has different functions such as explaining, describing, etc.; and 5) with teacher guidance, use their knowledge of individual words, correct word forms and word order to communicate.	Students 1) describe the importance of culture to a group's identity; 2) identify how the second language and culture is reflected in its literature and media; 3) recognize variations in speech in a second language (dialects); 4) use appropriate reference tools and strategies to enhance communication; and 5) independently use their knowledge of individual words, correct word forms, word order and appropriate connective devices to communicate.	Students understand that language and culture are linked inextricably. They 1) describe the world view and behaviours of people who speak the second language and live its culture; 2) use this knowledge to develop fuller understanding of the second language and culture; and 3) use their knowledge of word forms, word order and connective devices to communicate outside of the classroom.
In somewhat structured situations, students 1) comprehend a series of interrelated ideas in oral or written texts on a familiar topic; 2) communicate, orally and in writing, a prepared series of interrelated ideas; and 3) independently use appropriate registers and courtesies and exhibit culturally appropriate behaviour in familiar situations.	In both structured and unstructured situations, students 1) comprehend the meaning of longer series of interrelated ideas in oral or written texts on a familiar topic; 2) communicate, orally and in writing, a series of interrelated ideas, mostly prepared but sometimes spontaneously; and 3) use socio-cultural rules appropriate to the situation.	In both structured and unstructured situations, students 1) comprehend oral or written texts containing complex ideas on a variety of familiar and unfamiliar topics; 2) communicate, orally and in writing, a prepared or spontaneous series of interrelated ideas; and 3) apply socio-cultural rules appropriately in a wide variety of contexts.
Students demonstrate a growing confidence in using the second language and a growing appreciation for the values underlying the second language and culture. They 1) show interest in unique features of the second language; 2) personally involve themselves by researching some aspect(s) of the culture; and 3) demonstrate sensitivity to and understanding of the point of view of the second language and culture.	Students demonstrate an acceptance of and an identification with the second language and culture by 1) attempting to use the second language exclusively in the classroom or other appropriate contexts, with the help of appropriate communication strategies; 2) accepting the value of certain facets of the second language and culture; and 3) integrating some new cultural values into their belief system.	Students demonstrate an identification with the second language and culture by 1) using the second language spontaneously and exclusively in the classroom and other appropriate contexts; and 2) internalizing many of the behaviour patterns and values of the second language and culture.

Step 4: Select and sequence the content of your language program

Based on the general learner expectations, you must now decide on the content through which teachers will lead students to achieve the objectives for each stage. The content, specified by the expressed needs of the stakeholders, will drive the instruction. It will determine the topics to be covered, the concepts to be developed, the vocabulary and grammar elements to be presented, the communicative tasks the learners will perform, and the contexts within which they will work.

Appendix B provides some helpful guidelines in elaborating your language program. This appendix contains useful language program development checklists such as language functions to be included, language use situations to be considered, cultural knowledge and concepts to be presented and language learning strategies to be utilized.

The developer must add to or subtract from this core. Further components such as topics, vocabulary, grammar and cultural concepts must be added by the developer on the basis of student and community interests, as reflected in the philosophy and rationale of your program.

When adding to or subtracting from the content of your language program, ensure that all changes are still consistent with the goals and standards of Alberta Education (see Step 1, p. 7).

Step 5: Outline the specific learner expectations for each stage

Using the proposed outline for content and the general learner expectations which describe the exit competencies for each stage, you can now develop the specific learner expectations.

Specific learner expectations are a breakdown of the general learner expectations into finer, more specific objectives. These specific learner expectations, or "enablers," are essential for guiding instruction and evaluation within each unit.

For example, in the *French as a Second Language Program of Studies*, a beginner-level general learner expectation is stated as:

"... learners will be able to understand a series of simple oral and written statements in a given controlled or structured context."

From this, the following specific learner expectation is drawn:

"... learners will be able to understand the meaning of a series of simple oral statements containing basic vocabulary and commonly used sentences."

In the same document, a general learner expectation for culture is stated as:

"... students will be able to identify the presence of francophone individuals and groups and concrete facts about francophone culture at the local, provincial/regional and national levels."

From it, the following specific learner expectation is drawn:

"... students will be able to identify concrete facts that reveal the presence of francophone individuals and groups in their immediate surroundings."

Specific learner expectations guide the teacher in preparing appropriate communicative activities and other kinds of learning activities that will help students attain these objectives. The specific learner expectations also serve as the criteria against which to evaluate whether students have attained the desired objectives.

Step 6: Select or develop appropriate learning resources

Based on program design and specific learning objectives you must identify suitable learning resources. Learning resources should be selected on the basis of their fit to the program objectives; that is, the extent to which the learner expectations can be met.

Learning resources can be print materials (books, magazines, photographs), non-print materials (records, filmstrips, tapes, kits) and electronic materials (computer software learning packages or word processors).

If learning resources are plentiful, you should identify basic resources; that is, those that will best facilitate teaching or learning at various stages. If learning resources are few, it is important for you to develop a program that relies, as much as possible, on authentic learning activities and resources.

Authentic documents are written or oral texts prepared for native speakers. Authentic can also refer to materials prepared for second language learners, providing that these materials still contain the characteristics of materials for native speakers.

In choosing or developing instructional materials, you and/or the teacher should ensure that these materials fit the curriculum, promote tolerance, understanding and respect, are appropriate for the developmental level(s) of your language learners, and possess a sound instructional design.

Step 7: Describe your procedures for evaluating student progress

Evaluation is not an isolated event that happens after a unit or at the end of a course; evaluation is part of the learning process.

Evaluation takes place throughout the teaching/learning cycle to meet specific needs. It can occur even before instruction begins, in order to determine the language proficiency of your students, especially if they come from homes where the target language is already spoken.

Teachers evaluate to make judgments about student progress and to make decisions on future learning activities, student promotion or program effectiveness. It can be formative or summative.

Formative evaluation is continuous, helping students to progress in their learning. It includes teacher activities such as observation, error correction and reflection, and student activities such as self-evaluation. The ultimate goal of formative evaluation is to improve instruction so that your students will succeed.

Summative evaluation takes place at specific times (e.g., at the end of a unit) to assess whether students have achieved the objectives of that unit and to measure the degree of mastery. Summative evaluation is used to report the language learner's level of achievement to parents and administration and to make judgments about promotion.

In planning for student evaluation, you should decide on the types of evaluation activities you plan to incorporate into your program.

What you evaluate must reflect the philosophy of your program. If the learner expectations for your unit of study are true reflections of the goals of your language program and your evaluation procedures are designed to assess the degree of achievement of these objectives, then your program will in fact evaluate what has been taught.

Your objectives, based on the general learner expectations outlined in Step 3, should reflect the desired growth in knowledge, skills and attitudes for that stage. In that way, your evaluation procedures will assess incremental progress in all three dimensions as they relate to the unit studied and its respective stage of language learning.

Not only must the evaluation procedures reflect the learner expectations of a given unit, they must also reflect the methodology. This means that a grammar and vocabulary test is not an acceptable way to evaluate students' communication skills. When assessing growth in communication skills, the teacher must choose appropriate tasks in which students demonstrate the ability to use real-life communication skills. A test should reflect the learning activities of the unit, requiring students to complete appropriate, comparable tasks. It is imperative that evaluation procedures be authentic.

For further information on developing good evaluation procedures and marking grids, consult *French as a Second Language: Student Evaluation Guide* (Alberta Education, 1991) and *Evaluation: A Communicative/Experiential Approach* (Lussier, 1991).

Step 8: Devise a plan for program evaluation

Many language programs are evaluated only in terms of student achievement. However, when a new language and culture program is first introduced, you should incorporate a plan for program evaluation as well as student evaluation.

The purpose of a program evaluation is largely formative, to reflect on the goals of the program in the light of student progress, teacher perceptions and stakeholder perceptions. Is your program meeting the needs of the respective stakeholders? Are those needs still the same? Does the program still meet the standards and goals of education set by Alberta Education?

In establishing a plan for program evaluation, you should consider the following questions:

- After what period of time will the new program be evaluated? After how many years should it be re-evaluated?
- Who will be involved in the evaluation? students? parents? resource people? the ethno-cultural community? Alberta Education? other stakeholders?
- Will the input of all stakeholders be weighted equally?
- How will feedback be obtained?
- What questions will be asked?
- What will be considered an acceptable standard of performance?

Periodic re-evaluation of your language program will ensure that the program remains dynamic, effective and viable, and responsive to the needs of its stakeholders.

Step 9: Collect exemplars of student performance

Exemplars of student performance are samples of student work that demonstrate concretely the achievement of students in your program at the end of each stage of language learning. Once your language program is in operation you are encouraged to collect regularly samples of student work that adequately reflect target language competencies for all four language skills at each stage of language learning. These samples should be kept current and available for

review by Alberta Education upon request. File all relevant materials (assignments, projects, audiotapes, videotapes, test items) along with other program authorization documentation for easy access.

Part IV

Planning for Communicative Language Instruction

The curricular framework proposed in this document is based on a communicative approach to language teaching/learning that leads students to experience and use the target language as a tool for real-life communication. When students are actively engaged in authentic language experiences in the classroom, their language learning will be more efficient, meaningful and relevant. Motivation is further increased when these communicative experiences are geared to the interests and needs of students.

There are many ways of guiding students in language learning. This section outlines one experiential/communicative language approach to second language teaching/learning.

Step 1: Plan and develop your unit of study

Units of instruction provide the content and context for the learning experiences. The units also help language learners to attain the desired general learner expectations for each stage of language development. Units are an orderly and efficient way of organizing language learning experiences for students.

In developing units of instruction, you will need to organize the content and cultural concepts, keeping in mind the language competencies and the affective and developmental levels of your students. You should strive to carry on some skills and concepts from one unit to another so that students have a chance to review them and practice using them in different contexts. This approach reinforces previous learning and helps learners to develop their language concepts and skills.

To plan and develop a unit of study, you may wish to follow these steps:

1. Select a topic or theme that: a) interests your students, b) is appropriate to their levels of cognitive development and language proficiency.
2. Identify appropriate resources, including authentic documents and/or resource people.

3. Decide on an appropriate opening language experience and an appropriate concluding project.
4. Determine which specific learner expectations will be achieved during the unit. State a learner expectation in terms of what students will be able to do, as in the following example:

Unit (topic): people around us
Context (setting): school
Task: introducing and being introduced

Specific learner expectation:

The student will be able to introduce him/herself and a classmate to another classmate and the teacher.

Knowledge (Concepts):

- demonstrating an understanding of differences in use of register and (depending on the culture) appropriate body language/non-verbal behaviour

Skills:

- demonstrating correct use of the appropriate expressions, vocabulary, pronunciation and intonation

Attitudes:

- demonstrating a willingness to use the language for interaction with fellow classmates and teacher.

5. Use learner expectations you have selected to plan learning activities and guide evaluation procedures.

Step 2: Prepare your students for the unit theme

1. Relate the theme and project to the life experience of the students by discussing the topic and determining what students already know about it.
2. Tell students about the final project and explain how the activities in this unit will prepare them for it.
3. Provide background information related to the opening presentation (see Step 3).
4. Encourage students to anticipate what they will hear or read in the opening presentation.

Step 3: Engage students in an opening language experience relevant to the theme

Students in this phase experience language as they listen to presentations or read documents that are authentic. They use their previous knowledge to guide their interpretation and to verify their anticipations. For example, in a unit on "people in your community," the opening language experience might focus on greetings from and basic interactions with a number of people who speak the second language and live the culture that the students are learning about. A second or third review of the text will allow students to glean more details and understand better. There is no analysis of linguistic elements at this stage.

Step 4: Develop relevant learning activities and tasks, and complementary language experiences

This key phase provides students with the knowledge, skills and attitudes they will need to create their own language project.

As you choose and develop learning activities and tasks for your unit, consider these principles:

1. Since language learning is an active process, most activities should be structured so that the students talk and the teacher facilitates.
2. Language use involves interaction with another speaker. Communication occurs when the student negotiates meaning with the teacher or another student. Classroom activities should therefore stress interaction and the negotiation of meaning.
3. Language learning is maximized when learners are personally involved and encouraged to take responsibility for their learning. Therefore, tasks and activities should be student-centred; they should be developmentally appropriate, set in a context that is meaningful to the student, and based on real-life tasks.
4. Vocabulary, language functions, grammar elements, cultural concepts, and learning and communication strategies are most effectively presented when students need to know about them in order to complete a task or project successfully.
5. Practice of linguistic elements should be in context, with a focus on communicating meaning.
6. Language and cultural concepts should be integrated into language learning; they should be acquired while students are using the second language.

7. When students acquire language learning strategies, they are better equipped to take responsibility for their learning. For example, students who know how to organize themselves and how to use their previous knowledge of a topic to anticipate what they will hear or read are better prepared for independent listening and reading assignments.
8. Through formative evaluation activities, teacher can monitor student progress formally and informally. Checklists and observation charts are helpful tools for monitoring individual student progress.
9. Students should be encouraged to reflect on language and cultural concepts and to evaluate their own progress. These activities promote critical thinking skills. Self-evaluation also helps students to become more involved in their own learning.
10. In second language learning, all four skills (listening, speaking, reading and writing) should be addressed continuously, even though one or more skills are being emphasized in the unit.
11. It is important to follow the process outlined in Step 2 above when presenting documents or materials in the second language.
12. The sequence of tasks and learning activities can be important.

Step 5: Guide students in creating their own language project

A successful final language project for a unit helps students synthesize and apply what they have learned. The final project should be based on the theme of the unit, but it may incorporate a different context and it should entail some personal choices by the students. The length will vary, depending on the language levels and interests of the students and the time available.

Strive to set clear expectations for content and scope, without limiting student creativity. Tell students beforehand how they will be evaluated. Younger students may need very clear guidelines for preparing their projects.

For more suggestions on preparing experiential learning activities and tasks, lesson planning and second language methodology, consult *French as a Second Language: Teacher Resource Manual* (Alberta Education, 1991).

Step 6: Evaluate student performance

The final project may provide adequate information about the knowledge, skills and attitudes students have acquired during the unit. Evaluation should involve all components of student learning.

If a unit test is used, it must focus on the learning activities and tasks of the unit. The following criteria are important to consider in developing test items that assess communicative ability:

- a. Context: Do the test items represent an authentic communication situation?
- b. Task: Are the test items appropriate for the students and appropriate to the unit? Do they allow students to demonstrate the acquisition of new knowledge and concepts?
- c. Directions: Are they clear and complete? Do students know what must be done and how?
- d. Criteria and weighting: What will be assessed? How much will each item count? How will attitude be assessed?
- e. Acceptable standard of performance: What score will be judged as acceptable?

Students may be asked to prepare a mini-project on a related topic that draws upon the knowledge, skills and attitudes acquired. This will allow the students to recycle what they have learned, but in a slightly different way.

Step 7: Evaluate the success of the unit

Solicit student feedback to the learning experience. Ask them to react to the unit, stating what they liked/did not like, what they perceived as helpful/not helpful to their learning.

Teaching units evolve. Keep all your lesson plans, documents, etc. together in one file. You can add new materials that come to your attention during the year. Include notes to yourself about what went well, what you intend to change and how (if you already have some ideas). In this way, you will immediately know where to begin when you start planning this unit again the following year.

Appendices

Appendix A

Procedures for Locally Developed Language Programs

The following excerpts from the *Alberta Education Policy Manual* (1992) are provided here for the reader's convenience. It is recommended that school boards and private schools also keep the *Policy Manual* at hand and up to date.

Locally Authorized Junior High School Courses

1. A board offering locally authorized courses shall develop, keep current and implement written policy and procedures consistent with provincial policy and procedures for the development and monitoring of courses at the local level.
2. A record of local policy and monitoring and implementation results shall be maintained by the board and shall be available to Alberta Education for review upon request.
3. All locally authorized courses and learning resources shall be consistent with:
 - (a) the Ministerial Order made under section 25(1)(d) of the Act which includes the Goals of Basic Education and Developing Desirable Personal Characteristics; and
 - (b) the Goals of Secondary Education and the Guidelines for Tolerance and Understanding (1984).
4. Approval of a locally authorized course shall be by board motion and shall be for a maximum duration of three years.
5. A board shall keep a written description of each locally authorized course on file. Each description should include:
 - (a) the title of the course;
 - (b) the grade(s);
 - (c) the implementation date;
 - (d) the philosophy and rationale for the course;
 - (e) the learner expectations for the course;
 - (f) required and elective components of the course;
 - (g) a specific outline of content;
 - (h) the special facilities or equipment necessary;
 - (i) the identification of controversial or sensitive course components and treatment at the school level;
 - (j) a list of learning resources approved for use by the board;

- (k) a description of the degree to which the course complements, but avoids significant overlap with provincially developed courses;
 - (l) an outline for assessing student achievement; and
 - (m) a plan for course evaluation and monitoring by the board.
6. Courses should have an instructional focus and shall not replace activities that are a normal part of:
- (a) extracurricular or co-curricular programs offered by a school, e.g., school team sports, school newspaper, yearbook; and
 - (b) community programs offered by individuals or organizations, e.g., figure skating, ballet, sports activities, clubs.
7. Each student shall be enrolled in at least three complementary courses to be scheduled for at least 225 hours of instruction time. Of these three courses, at least two shall be provincially authorized and shall be scheduled for at least 150 hours. Subject to the foregoing conditions, students may enrol in one or more locally authorized courses. For the purposes of this section, religious studies is deemed to be provincially authorized.
8. Locally authorized courses shall be listed by title, with enrolments noted for each, in the annual Secondary School Program Plan.
9. Alberta Education shall monitor locally authorized courses.
10. A board is responsible for obtaining clearance of copyright and permission to use courses, learning resources and other related materials developed by another board.
11. Alberta Education does not provide additional funding for locally authorized junior high school complementary courses.

**Locally Developed
Senior High
School Courses**

- 1. School authorities offering locally developed courses shall develop, keep current and implement written policy and procedures consistent with provincial policy and procedures for the development and monitoring of courses at the local level.
- 2. A record of local policy and monitoring and implementation results shall be maintained by the school authorities and shall be available to Alberta Education for review upon request.
- 3. All locally developed courses and learning resources shall be consistent with:
 - (a) the Ministerial Order made under section 25(1)(d) of the Act which includes the Goals of Basic Education and Developing Desirable Personal Characteristics; and

- (b) the Goals of Secondary Education and the Guidelines for Tolerance and Understanding (1984).
- 4. Approval of a locally authorized course shall be by board motion and shall be for a maximum duration of three years.
- 5. A board shall file with the Curriculum Standards Branch (for all courses, including second language courses) a written description of each locally authorized course. Each description should include:
 - (a) the name of the school authority and school(s) where the course is to be offered;
 - (b) the title of the course;
 - (c) a motion of the board or governing body of a private school to offer the locally developed course;
 - (d) the senior high school years at which the course is to be offered;
 - (e) the credit allocations, if appropriate;
 - (f) implementation date;
 - (g) the philosophy and rationale for the course;
 - (h) a statement of general learner expectations for the course;
 - (i) a statement of specific knowledge, skill and attitude learner expectations for the course;
 - (j) the anticipated enrolment;
 - (k) the special facilities or equipment necessary;
 - (l) the identification of controversial or sensitive course components and treatment at the school level;
 - (m) a list of learning resources approved for use by the local school authority that must meet Alberta Education's criteria for promotion of tolerance and understanding;
 - (n) a statement indicating that significant overlap with provincially developed courses does not exist;
 - (o) the assessment standards for the course (The assessment standards should indicate the means which may be used to assess student achievement, and the overall level of difficulty of the courses. Samples of assessment materials may be provided as evidence of the standards.);
 - (p) a plan for course evaluation and monitoring by the school authority; and
 - (q) if applicable, a request for Category C requirement approval forwarded to the Director, Curriculum Standards Branch, Alberta Education.
- 6. Local school authorities shall forward all completed authorizations of credit courses (including second language courses) to the Director, Curriculum Standards Branch by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year. Alberta Education will keep these on file and also place them in a locally developed courses database.

7. When courses are to be offered for credit, course codes shall be obtained from the Curriculum Standards Branch (unless the appropriate course codes are in the *Locally Developed Courses Appendix in the Guide to Education, Senior High School Handbook*).
8. School authorities wishing to use locally developed courses previously authorized by another school authority shall obtain permission from the originator to use the course outline prior to authorizing the course.
9. Authorized locally developed courses may constitute a component of a student's complementary program. Category C requirements for the Advanced High School Diploma may be fulfilled by locally developed courses in languages other than English, fine arts or practical or technical program areas. In these instances course descriptions filed with Alberta Education should state that the submission for locally developed status includes a request to apply the course(s) toward the Category C requirements. In the fine arts, only those courses that have been developed at the provincial level will meet the Category C requirements.
10. Locally developed courses may satisfy the requirement for the two Grade 12 courses other than English or social studies specified for the General High School Diploma.
11. Locally developed second language courses shall reflect the curriculum standards established in provincial second language programs of study.
12. Local school authorities are encouraged to offer challenge assessments in approved locally developed language courses in order to recognize the proficiency of their students in languages other than English. The second language challenge assessments must reflect the full range of knowledge and skills of the second language course, that is, a balanced assessment of listening, reading, speaking and writing in all course components.
13. Locally developed courses at the senior high school level shall be designated as 15, 25, and 35 level courses.
14. School authorities are responsible for obtaining clearance of copyright and permission to use courses, learning resources and related materials developed by others.
15. All school authorities wishing to continue offering a locally authorized course shall reauthorize their locally developed courses or programs every three years.

The local school authority will inform the Director, Curriculum Standards Branch of all locally developed course reauthorizations (including second language courses). The new board motion for

these reauthorizations will also be forwarded to the Director, Curriculum Standards Branch for all courses (including second language courses).

16. Locally developed high school courses shall be monitored by Alberta Education.
17. Locally developed courses involving an off campus work station or site shall conform to applicable legislation such as the Occupational Health and Safety Act, Workplace Hazardous Materials Information System and local and provincial health, safety and building standards. See the Work Experience Program Teacher Resource Manual.
18. Authorized locally developed courses shall be listed by title, and course code with enrolments noted for each, in the annual Secondary School Program Plan.
19. School authorities wishing to offer locally developed religious studies courses for credit should refer to the "Locally Developed Religious Studies Course" policy contained in the Policy Manual. These courses will continue to require Ministerial Authorization.
20. Alberta Education does not provide additional funding for facilities for locally developed senior high school courses.

Private School Registration

1. *(1) An application for registration as a private school shall be submitted to the Minister and shall include:*
 - (a) the name of the persons or organization owning the school,*
 - (b) the name of the school,*
 - (c) the location of the school,*
 - (d) the names of the operators of the school, if different from those under clause (a),*
 - (e) the qualifications of the proposed instructional staff,*
 - (f) a proposed list of subjects to be taught and an outline of the major skills and knowledge areas to be learned,*
 - (g) achievement tests to be used to evaluate the students,*
 - (h) proof of compliance with municipal zoning and by-laws and all applicable municipal and provincial public health, safety and building standards requirements, and*
 - (i) any additional information related to the operation of the school as required by the Minister.*

(2) An application for accreditation as a private school shall be submitted to the Minister and shall include:

- (a) the information referred to in subsection (1), and**
- (b) proof satisfactory to the Minister of compliance with section 22(2) of the Act. [Private Schools Regulation, section 2]**

2. An application for registration shall be sent to a Regional Office of Education, acting on behalf of the Minister.
3. In addition to the requirements under section 1, a school wishing to follow a modified Alberta program of studies or another modified approved program shall append to the application a detailed description of the modifications.
4. A Regional Office of Education shall review the proposed modifications. If not approved, the school may:
 - (a) re-submit the proposed modifications, incorporating the suggested changes, or
 - (b) appeal the decision to the Assistant Deputy Minister, Program Delivery, Alberta Education, within 14 days of receipt of the decision.
5. The private school operator shall provide assurance in writing that the modified Alberta program of studies or another modified approved program complies with the Order under section 25(1)(d) of the Act, which includes the Goals of Education and Developing Desirable Personal Characteristics.
6. Upon registration, the Regional Office of Education shall inform and confirm with the applicant:
 - (a) the effective date of registration, and
 - (b) the grades or levels operating within the school.
7. **The operator of a private school who intends to continue to operate the school in the current fiscal year shall submit the following information to the Minister by October 22 of that year:**
 - (a) notice of the intention to operate the school;**
 - (b) the number of students enrolled in the school on September 30 of that year;**
 - (c) as of September 30 of that year**
 - (i) the board of which the student is a resident student, but if the operator is unable to determine the board, the necessary information so that the Minister is able to determine the board, or**

- (ii) *if the student is not a resident student of any board in Alberta, a statement to that effect;*
 - (d) *the names and qualifications of the instructional staff;*
 - (e) *any change to the information submitted under section 1(1) [s. 2(1) of Reg.] and, in the case of an accredited private school, any change to the information submitted under section 1(2) [s. 2(2) of Reg.] since the commencement of the previous fiscal year. [s. 3]*
- 8. A funded private school shall submit an Annual Education Report to a Regional Office of Education by November 30 (see also the Annual Education Report policy in the "Communicating Education Results" section of the *Policy Manual*).
- 9. The Regional Office of Education shall:
 - (a) monitor each private school regularly;
 - (b) monitor, evaluate, or audit a private school on the basis of the program approved for that school and any other criteria as may be prescribed by the Minister;
 - (c) submit to the governing body or person a report prepared under subsections (a) or (b) and, if not released by the governing body, may make such a report public after 60 days from the date of tabling;
 - (d) arrange for, or administer any tests or examinations relative to student achievement required by Alberta Education.
- 10. A private school wishing to change its designation from registered to accredited, or vice versa, shall file a request with a Regional Office of Education.
- 11. The addition of a new site, making changes to, or in the location of a private school, the school shall:
 - (a) notify the Regional Office of Education; and
 - (b) comply with section 22(1)(d) of the Act pertaining to local and provincial health, safety and building standards.
- 12. (1) *A private school shall keep records of student enrolment and attendance in a form acceptable to the Minister.*
 - (2) *A student record in a private school shall include:*
 - (a) *the student's name as registered under the Vital Statistics Act or if the student was born in a jurisdiction other than Alberta the student's name as registered in that jurisdiction, and any other names by which the student is known,*
 - (b) *the name of the student's parent,*
 - (c) *the student's birth date,*

- (d) *the student's sex,*
 - (e) *the addresses and telephone numbers of the student and of the student's parent,*
 - (f) *the board of which the student is a resident student, but if the student is not a resident of any board in Alberta, a statement to that effect, and*
 - (g) *the citizenship of the student and, if the student is not a Canadian citizen, the type of visa held by the student and its expiry date.*
- (3) *A student record in an accredited private school shall include the information in subsection (2) and*
- (a) *the names of all schools attended by the student in Alberta and the dates of enrolment,*
 - (b) *a description of the student's instructional programs and record of achievement,*
 - (c) *the student's scores obtained on provincially administered tests and on tests used in the placement of the student,*
 - (d) *any health information that the parent or student wishes to have on the record,*
 - (e) *a record of the student's attendance if, in the opinion of the operator, the student's pattern of attendance is abnormal, and*
 - (f) *any other information the operator considers appropriate.*
- (4) *The operator of a private school shall allow the contents of a student's record to be reviewed by*
- (a) *the parent and a person who has the written permission of the parent, if the student is younger than 16 years of age,*
 - (b) *the parent, the student and a person who has the written permission of the parent and student, if the student is 16 years of age or older, or*
 - (c) *an individual, if that individual has access to the student under an order made under the Divorce Act (Canada). [s. 4]*
13. *The operator of a private school shall*
- (a) *make rules for the discipline of students and for the suspension and expulsion of students that incorporate the principles of fundamental justice, and*
 - (b) *provide copies of those rules to the students and their parents. [s. 5]*
14. *The operator of a private school that is not accredited shall inform the parent of a prospective student, in writing,*

- (a) *that a student who attends the school may not necessarily be placed at the same grade level if the student registers in another school,*
 - (b) *that the school cannot grant credit for senior high school courses taken at that school,*
 - (c) *of the general liability insurance coverage held by the operator in the event of accident or death, and*
 - (d) *of the qualifications of the instructional staff.* [s. 6]
- 15. *The operator of an accredited private school shall develop and maintain policies regarding the evaluation of students, teachers, programs and the school consistent with those of the Minister.* [s. 7]
- 16. A teacher in a private school requiring a recommendation for teacher certification shall apply to the Regional Office of Education. Evaluations shall be conducted by Regional Office staff and a recommendation forwarded to the Director, Teacher Certification and Development.
- 17. (1) *A funded private school shall appoint*
 - (a) *a secretary and a treasurer, or one person to act as the secretary-treasurer of the school, and*
 - (b) *a person who is registered and qualified to perform an audit pursuant to the Chartered Accountants Act, the Certified Management Accountants Act or the Certified General Accountants Act to act as the auditor for the school,*

and shall report their names and addresses to the Minister.

 - (2) *A funded private school shall keep in force a fidelity bond with respect to the funded private school operator and its employees on a blanket basis that provides for coverage in an amount that is acceptable to the Minister.* [s. 8]
- 18. *A funded private school shall, each fiscal year, submit to the Minister on or before November 30 the original and 1 copy of*
 - (a) *the financial statements for the previous fiscal year in a form prescribed by the Minister, including an auditor's report signed by the auditor, and*
 - (b) *its budget for the current fiscal year in a form prescribed by the Minister.* [s. 9]
- 19. *An operator of more than one funded private school may, with the prior approval of the Minister, submit to the Minister in respect of all of its funded private schools, a*

*combined financial statement and budget under section 18.
[s. 9 of Reg.]. [s. 10]*

20. (1) *A funded private school shall keep in force a general liability insurance policy or other form of indemnification in the minimum amount of \$1,000,000 for each occurrence for any loss or damage resulting from bodily injury to or the death of one or more persons, and for loss or damage to property, regardless of the number of claims arising from any one occurrence.*
- (2) *The policy or other form of indemnification under subsection (1) shall provide coverage to a funded private school for all claims arising because of liability imposed by law on an operator and for a liability assumed under any agreement entered into by the operator.*
- (3) *A funded private school shall ensure that in its general liability policy or other form of indemnification the word "insured" is defined to include the named insured and any employee, board member, agent, or any other person whether receiving compensation or not, when acting within the scope of his duties for the named insured. [s. 11]*
21. *For additional information regarding funding, please refer to the "School Finance" section of the Policy Manual.*
22. *When a private school does not continue to meet the requirements of the Act and the Regulation, a Regional Office of Education shall notify the operator of the private school and may make recommendations to resolve any problems. Failure to comply with such recommendations may result in cancellation or suspension of the registration or accreditation under section 22(3) of the Act.*
23. *A private school which wishes temporarily to suspend operations to a maximum of one year shall inform a Regional Office of Education in writing. Registration may resume provided conditions pertinent to the initial registration are in effect.*
24. *When a private school voluntarily ceases to operate, the operator shall notify a Regional Office of Education. If written notice of the school's ceasing to operate is not received from the operator, a Regional Office of Education, upon suspecting the school is closed, shall request clarification by registered mail. If no reply is received within 30 days, the school shall be deemed to be closed.*

Appendix B

Language Program Development Checklists

A. Suggested basic language topics and functions (frequent and useful)

Context: Home

1. Communicate with siblings, parents, guests
 - during meal preparation and during meal ☐
 - while doing housework or yardwork ☐
 - during rituals and ceremonies (grace, special days) ☐
 - during home entertainment (hobbies, reading, television, music, games) ☐
 - before bedtime and upon awakening ☐
 - upon arriving or leaving home ☐
2. Communicate with parents/grandparents about
 - the past ☐
 - things, persons, events ☐
 - language and cultural topics ☐
 - health and body ☐
 - plans and wishes ☐
 - politics, philosophy ☐
3. Communicate with guests
 - exchanging personal information ☐
 - about things, persons, events ☐
 - about politics, religion, philosophy ☐
4. Write personal letters to relatives and friends ☐

Context: School

1. Communicate while involved in
 - clean up or set up ☐
 - active projects such as art and crafts ☐
 - sports ☐
 - school ritual (prayer, anthem) ☐
 - subject work ☐
2. Seek information about
 - things, people, events of school ☐
 - locations and directions in school ☐
 - subject matter during school work ☐

3. Informally communicate with teacher, other students, friends about
 - personal information ☐
 - things ☐
 - events ☐
 - plans ☐
 - people ☐
4. Communicate with guests (resource people)
 - seek information ☐
 - interview ☐
 - informal conversation about culture and language ☐
5. Provide information or translate for a person who speaks only the target language ☐
6. Understand text (written or oral) on familiar topic
 - obtain specific information ☐
 - report on main idea and summarize ☐
 - discuss and debate topic ☐
7. Understand text on unfamiliar topic
 - obtain specific information ☐
 - report on main idea and summarize ☐
 - discuss and debate topic ☐
8. Create text on
 - familiar topic ☐
 - unfamiliar topic ☐
9. Write letters
 - personal ☐
 - business ☐
 - forms ☐

Context: A cultural community gathering

1. Communicate while participating in
 - ceremonies or rituals ☐
 - dances, music, songs, poetry ☐
 - other cultural activities such as feasting, games, etc. ☐
2. Provide information or translate for a person who speaks only the target language about
 - happenings ☐
 - persons ☐
 - locations and times ☐
3. Communicate with friends about
 - immediate events, people, surroundings and atmosphere ☐
 - plans ☐

4. Meet people and communicate
 - personal information ☐
 - the immediate events, surroundings and atmosphere ☐
5. Understand speeches
 - look for main idea ☐
 - summarize ☐
 - discuss and debate topic ☐

Context: Visiting a home where target language is spoken

1. Communicate to
 - invite ☐
 - accept an invitation ☐
2. Communicate to
 - meet ☐
 - take leave ☐
 - greet ☐
3. Communicate with host about
 - personal information ☐
 - persons, things, events in common or of interest ☐
 - current events and news ☐
4. Get information about
 - things in the house ☐
 - location in the house ☐
5. Communicate
 - during meal ☐
 - while cleaning up ☐
 - while participating in entertainment (games, singing, video, etc.) ☐
6. Listen to speeches
 - look for main idea ☐
 - respond to idea with question, discussion and debate ☐

Context: Visiting a country or place where the target language predominates

1. Ask for and understand information regarding
 - travel times, distances, modes of transportation and routes ☐
 - shopping ☐
 - meals ☐
 - services such as medical care or transportation ☐
 - entertainment ☐
2. Exchange personal information with strangers ☐

B. Language functions (a basic checklist)

Polite phrases

- Attracting attention ☐
- Greeting and leave-taking ☐
- Talking about health, the weather, etc. ☐
- Thanking ☐

Personal information

- Introducing oneself and others ☐
- Asking for and giving personal information ☐
- Expressing opinions ☐
- Talking about one's family ☐
- Describing people, places and things ☐
- Talking about one's past life ☐
- Talking about possessions ☐
- Talking and asking about needs ☐
- Talking and asking about attitudes/feelings/values ☐

Interpersonal communication

- Inviting ☐
- Accepting and refusing an invitation ☐
- Offering ☐
- Accepting and refusing an offer ☐
- Arranging to meet someone ☐
- Making suggestions/giving advice ☐
- Convincing ☐
- Asking for and offering help ☐
- Apologizing ☐
- Asking for and giving reasons/making excuses ☐
- Expressing sympathy ☐
- Talking about present activities ☐
- Talking on the telephone ☐
- Complaining ☐
- Asking for repetition or clarification ☐
- Asking for things ☐
- Talking about frequency ☐
- Warning ☐
- Interrupting ☐
- Negotiating ☐
- Praising and complimenting ☐
- Discussing possibilities and hypothesizing ☐

Information about the outside world

- Asking for and telling the time ☐
- Asking for goods, services and information ☐
- Asking and talking about cost ☐
- Asking and talking about location ☐
- Asking and talking about facilities ☐

- Asking for directions ☐
- Following instructions ☐
- Comparing things ☐
- Describing events ☐

C. Categories of core cultural knowledge/concepts

- Social interaction ☐
- Art and crafts ☐
- Dances, music, songs (classical and popular) ☐
- Food and drink ☐
- Dress ☐
- Cultural events ☐
- Religious ceremonies and events (if applicable) ☐
- Cultural/religious symbols ☐
- Literature (oral and/or written) ☐
- Media ☐
- Target language presence (geography) and influence ☐
- Variations in speech ☐
- Education ☐
- History ☐

D. Language learning strategies¹

1. **Metacognitive strategies** – used to think about, control and direct language learning.
 - a. *Planning* – organizing for handling a language task ☐
 - b. *Monitoring* – checking, verifying or correcting performance during a language task ☐
 - c. *Evaluating* – checking performance for completeness and accuracy ☐
 - d. *Concentrating* – understanding the conditions necessary for completing a language task and arranging for those conditions ☐
2. **Cognitive strategies** – used to interact directly with the language, manipulate the language in some way or apply a specific technique.
 - a. *Inferencing* – using available information to guess at the unfamiliar ☐
 - b. *Elaborating* – using world knowledge and personal life experience to understand new information ☐
 - c. *Resourcing* – using reference materials about target language ☐

¹Adapted from O'Malley and Chamot.

- d. *Transferring* – using knowledge of the first language to understand the target language ☐
 - e. *Repeating* – imitating words or phrases ☐
 - f. *Grouping* – recalling information based on grouping or associations made ☐
3. **Socio-affective strategies** – used to interact with others or to direct feelings, attitudes and motivation to complete language tasks.
- a. *Asking for help* – asking for explanation, verification or rephrasing ☐
 - b. *Cooperating* – working with the teacher and/or others to solve a problem ☐
 - c. *Developing a positive attitude* – creating a sincere interest in learning, and learning to overcome difficulties ☐
 - d. *Taking risks* – trying a language task without fear of making errors. ☐

Appendix C

Glossary

Accredited high school language programs	A language program available for high school credits. A locally developed program is accredited when the local school authority authorizes the program and forwards relevant documentation of such authorization to Alberta Education.
Category C courses	Category C courses give high school students in Alberta an opportunity to refine and extend their intellectual and practical skills in areas of learning that are not part of the core curriculum. Provincially developed language courses and authorized locally developed language courses are eligible for Category C status.
Communication	The process of expressing, interpreting and negotiating the meaning of a message.
Communication strategies	Strategies used while speaking, to make up for missing linguistic knowledge; e.g., mime, use of English, circumlocution, etc.
Communicative experience	A situation in which the target language is used for meaningful interaction between two speakers or between a listener/reader and an oral/written text.
Community	In the context of a language program, a community refers to a group of individuals bound together by common interests in language and culture.
Culture	The ideas, beliefs, customs, values, arts and symbols of a people, inextricably linked with their language.
Heritage language schools	Schools run by non-profit, ethno-cultural language organizations for the purposes of language/culture instruction. Courses are offered outside of regular school hours and are not for credit.
Language functions	The different tasks language learners need to perform in real-life communicative settings.
Language proficiency	Ability to use language in various situations with accuracy and cultural appropriateness.
Learner expectations	Skills, attitudes and knowledge that students are expected to acquire in a program or course.
Learning resources	Print, non-print and electronic software materials used by teacher or students to facilitate teaching and learning.

Learning strategies	Actions taken by the language learner to facilitate language learning.
Local school authority	A public or separate school board or operator of a private school.
Locally developed programs	Programs developed and authorized by school jurisdictions to meet local needs and interests.
Private language schools	Registered language programs offered by community-based ethno-cultural or language groups in accordance with the School Act.

Appendix D

General Inquiries

**For further information, please contact your Regional Office of
Alberta Education:**

Calgary Regional Office
Room 1200, Rocky Mountain Plaza
615 MacLeod Trail, S.E.
Calgary, Alberta
T2G 4T8
Phone: 297-6353; Fax: 297-3842

Edmonton Regional Office
7th Floor, 12323 Stony Plain Road
Edmonton, Alberta
T5N 3Y5
Phone: 427-2952; Fax: 422-9682

Specific inquiries may be directed to:

Curriculum Standards Branch
Alberta Education
11160 Jasper Avenue
Edmonton, Alberta
T5K 0L2
Phone: 427-2984; Fax: 422-3745

Northern Alberta Heritage Language Association (NAHLA)
11012 - 142 Street
Edmonton, Alberta
T5N 2R1
Phone: 451-1719

Southern Alberta Heritage Language Association (SAHLA)
303, 229 - 11 Avenue, S.E.
Calgary, Alberta
T2G 0Y1
Phone: 233-7998

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